



PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY (PSHE)

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To be read in conjunction with: Child Protection and Safeguarding Policy (TPAT)
Relationships and Sex Education Policy
British Values Statement
Careers Protocol (TPAT)
Anti-Bullying and Anti-Discrimination Policy
Teaching and Learning Policy
Behaviour Policy (TPAT)
Equality Policy (TPAT)

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1. Introduction

At Helston Community College, we recognise that students' personal development is an essential part of their education and is fundamental to their wellbeing, character and future success.

Personal, Social, Health and Economic Education (PSHE) is a planned programme of learning which enables students to develop the knowledge, skills, understanding and values they need to navigate the opportunities and challenges they will experience during their time at school and beyond.

PSHE forms an important part of the wider curriculum and whole-school approach to personal development. It supports students to develop confidence, resilience, independence, respect and a sense of responsibility towards themselves, others and the wider community.

Our PSHE programme is responsive to the needs of our students, the school community and the wider world. It provides a safe, supportive and inclusive environment in which students can explore important and, at times, challenging topics. Through age-appropriate learning, students are encouraged to ask questions, consider different perspectives and develop the knowledge and skills required to make informed and responsible choices.

This policy covers our college's approach to Personal, Social, Health and Economic Education. It was produced by the College through consultation with the DfE statutory guidance September 2021, alongside guidance from the PSHE Association suggested programme of study.

Students have been involved in the creation of this policy through the use of student voice questionnaires which have been conducted within their PSHE lessons. Key needs identified by pupils were the need for more focus on the study of economics and finance.

Parents and carers will be informed about the policy through the College website. Parents and carers who require this policy in hard copy should contact the College.

2. Aims & Key Concepts

The aims of our PSHE curriculum are to ensure that students:

- develop the knowledge and understanding required to support their physical, mental and emotional wellbeing;
- develop healthy, respectful and positive relationships with others;
- understand how to keep themselves and others safe, including in online environments;
- develop confidence, resilience, independence and self-awareness;
- understand their rights, responsibilities and role within society;
- develop financial awareness and the knowledge and skills required to manage money responsibly;
- develop an understanding of the world of work and future career pathways;
- develop respect for themselves, others and the wider community;
- understand how their choices, attitudes and actions can affect themselves and those around them;
- develop the confidence to seek appropriate help, advice and support when needed; and

- leave Helston Community College equipped with the knowledge, skills, confidence and values needed to thrive and contribute positively to society.

The PSHE curriculum at Helston Community College is organised around four key concepts:

- **Relationships and Sex Education (RSE)**
- **Health and Wellbeing**
- **Living in the Wider World**
- **Careers Education**

These concepts provide a clear structure for students' learning and are revisited at age-appropriate points throughout their PSHE journey.

Learning is carefully sequenced so that students can revisit and build upon previous knowledge, develop greater depth of understanding and apply their learning to increasingly complex situations as they progress through the school.

3. Whole College Approach

PSHE provision across the College is provided in a number of ways:

Provision	Intent
PSHE Programme in tutor time and assemblies.	This aims to promote positive relationships and develop aspects of Careers Education Information and Guidance (CEIAG) and British Values. Tutor time and assemblies are also used to celebrate events throughout the year as well as Cultural Capital.
Pastoral Programme.	Through carefully planned progress monitoring sessions, students will have the ability to discuss future aspirations and set SMART targets.
Other Subjects.	Within many other subjects and departments aspects of PSHE are delivered e.g. radicalisation, extremism, and stereotyping in Drama.
Extra-Curricular Activities/Enrichment	Through a range of clubs and wider opportunities students are encouraged to develop personally and socially.
Wider Community	Links have been made with the direct and the wider community to enable students to learn through the wider world beyond a College setting, e.g., competitions, trips and visits to museums and galleries as well other countries. CEIAG also provides well-developed links with employers and local businesses.
Pastoral	Intervention, drop in sessions and projects such as Young Minds, HYP, Police College liaison.

4. Key Processes

Identification of needs:

- Consultation with students and staff (observations, learning walks and student voice).
- Staff subject knowledge reviews of personal strengths and weaknesses.
- Advice from drugs education advisors, local social issues and reports that include local health data for the area.
- Opportunities from local agencies.
- College nurse visits.
- Pastoral meetings.
- Tutor meetings.

5. Responsibility

The programme will be led by teacher who has responsibility for PSHE and CEIAG.

A range of outside agencies such as Brook, will support PSHE. Teachers responsible for teaching PSHE will receive training through the PSHE Association, Police and Life Lessons.

There are some occasions when the delivery of PSHE can be supported and will benefit from the use of external speakers. When using external speakers, the College will ensure that they are recommended by the appropriate agency or authorities and that providers have received relevant safeguarding training.

6. Evaluation of Provision

Regular monitoring includes evaluation of:

- College ethos, atmosphere and behaviour around College.
- Feedback from tutors and teachers.
- Feedback from classroom-based non-teaching staff.
- Parent/carer, student and staff surveys.
- College and subject curriculum and development plans.
- Lesson visits and work sampling.
- Learning walks.

Feedback from the Pastoral, Safeguarding and Student Support teams will also contribute to and inform planning and teaching enabling the College to respond to individual student needs.

7. Assessment

Assessment within PSHE focuses primarily on students' development of knowledge, understanding and application.

Teachers use a range of approaches to identify prior knowledge, check understanding and monitor progress. These may include questioning, discussion, written activities, reflection, assessment tasks and retrieval activities. Baseline assessments are used for all units in the curriculum.

Assessment information is used to inform future teaching and identify areas where students may require further support or opportunities to revisit learning.

8. Safeguarding

We will ensure that where student responses indicate that they may be vulnerable or at risk, they will get appropriate support through the Safeguarding team who have the skills to provide support to students in these circumstances.

This policy is informed by the College's Safeguarding and Child Protection Policy which states that:

'In order to fulfil their duty under Sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies, should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children'
'All schools should give effect to their duty to safeguard and promote the welfare of their pupils under the Education Act 2002 and, where appropriate, under the Children Act 1989 by:

- Creating and maintaining a safe learning environment for children and young people.
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate'.

We promote the needs and interests of all students, irrespective of gender, sexuality, culture, ability or personal circumstance by studying a variety of topics in line with the DfE statutory guidance on PSHE education.

Teaching will take into account the age, ability, readiness, and cultural backgrounds of children including those with English as an additional language to ensure that all can fully access PSHE education provision.

We promote diversity and inclusion and will consider all students' needs by applying the College Accessibility Plan and the promotion of British Values throughout the College and the curriculum. We expect our students to consider others' needs by upholding the British Value of Tolerance and Mutual Respect.

9. Curriculum

The PSHE curriculum encompasses a broad range of knowledge and skills, including:

- Health and wellbeing
- Relationships and Sex Education (RSE)
- Living in the wider world
- Citizenship and British Values
- Financial education
- Careers and future pathways
- Personal safety
- Online safety and digital citizenship

The curriculum is designed to reflect the changing needs of students and the wider society in which they live. Content is selected and sequenced to ensure that students receive appropriate learning at each stage of their development.

Where appropriate, learning is supported through discussion, reflection, debate, scenarios and other activities which enable students to apply their knowledge to real-life situations. The PSHE curriculum is based on the PSHE guidance from the DfE as well as the specific guidance published by the PSHE Association.

PSHE is delivered through dedicated curriculum lessons and is supported through a range of wider opportunities across the College, including:

- tutor time;
- assemblies;
- careers education and guidance;
- guest speakers and external providers;
- the wider curriculum; and
- wider personal development opportunities.

This approach ensures that personal development is not viewed as a standalone subject, but as an integral part of the education provided at Helston Community College.

Staff delivering PSHE are expected to create a safe, respectful and inclusive learning environment. Lessons should encourage students to participate appropriately, listen to different viewpoints and engage positively with potentially sensitive or challenging subject matter.

Our full PSHE programme of study is outlined in Appendix A.

10. Citizenship & British Values

Citizenship learning forms part of the wider PSHE and personal development programme. Students are encouraged to develop an understanding of their rights and responsibilities, the society in which they live and the importance of participation and respect.

Students are provided with opportunities to consider current affairs, democracy, the rule of law, individual liberty, mutual respect and tolerance of different beliefs and values.

British Values are reinforced through PSHE, tutor time, assemblies and the wider curriculum and school community.

11. Staff Development

Maintaining a positive culture of PSHE is a priority for the College. We create safe and supportive learning environments by supporting teachers to deliver high quality lessons, where students are encouraged to discuss and share ideas. Staff are trained to answer difficult questions and to deal with subjects in a sensitive manner, which respond to the needs of individual students. All teachers will be supported with appropriate CPD relating to the subject matter.

12. Student Development

Student voice is an integral part of our planning. Students have a lead role in identifying their needs and suggesting ways to meet these needs. Student voice surveys are also conducted in PSHE; these allow students to express ideas and opinions about topics that they would like to study.

13. Inclusion & Student needs

Our PSHE programme is designed to meet the diverse needs of our students and to ensure that all students have equitable access to personal development education.

Teaching is adapted where appropriate to reflect students' age, maturity, prior knowledge, individual needs and the context of the school community.

Particular consideration is given to the needs of students who may require additional support to access aspects of the curriculum. Where appropriate, PSHE learning may be supported through targeted interventions, pastoral support and signposting to appropriate sources of help.

14. Parents/Carers

At Helston Community College, we recognise the important role that parents and carers play in supporting their child's personal development, wellbeing and education. We are committed to working in partnership with parents and carers to ensure that students are supported both within the College and at home.

Parents and carers will be kept informed about relevant aspects of the PSHE programme and, where appropriate, will be notified by email about the involvement of external agencies, guest speakers or other organisations working with students. Parents and carers will also be informed about significant events and opportunities that form part of the wider personal development programme.

The College recognises the statutory rights of parents and carers in relation to Relationships and Sex Education. Parents and carers have the right to request that their child is withdrawn from certain elements of RSE, in accordance with current statutory guidance. Further information regarding withdrawal, including the specific elements from which withdrawal may be requested, is provided within the College's **Relationships and Sex Education (RSE) Policy**.

We believe that RSE is an important part of students' personal development and provides essential, age-appropriate knowledge and understanding to support students in developing healthy, respectful and safe relationships. We therefore encourage parents and carers to engage with the College and discuss any questions or concerns they may have before requesting withdrawal. We would expect withdrawal from the RSE programme to be considered only in rare and exceptional circumstances.

The PSHE programme of study for each year group is available to parents and carers through the College website. This provides an overview of the topics and key areas of learning covered throughout the academic year and enables parents and carers to support and reinforce learning at home.

Parents and carers are encouraged to contact the College if they require further information about the PSHE curriculum, specific areas of learning or the wider personal development programme.

APPENDIX A: Helston Community College PSHE Curriculum

Updated: September 26

Notes: Y10 PSHE time is through tutor sessions and extended assemblies.

Reviewed by: Emma Bragg

Y7-Y11 PSHE Curriculum

Week	Year 7	Year 8	Year 9	Year 10	Year 11
1	Health & Wellbeing: How can we support our own transition to a new school?	Health & wellbeing: Are all drugs dangerous?	Health and Wellbeing: How do I recognise healthy and unhealthy friendships?	Health and wellbeing: Citizenship tutor sessions and assemblies	Health and Wellbeing: How can we overcome barriers to a healthy lifestyle?
2				Living in the wider world: Citizenship tutor sessions and assemblies	Health and Wellbeing: How to deal with grief and loss?
3	Health & Wellbeing: How can I keep myself safe in and out of school?	"Health & wellbeing: What are the risks of energy drinks, alcohol, tobacco and nicotine?"	Health and Wellbeing: What are the risks in relation to gangs and knife crime?	Relationships and Sex Education: Citizenship tutor sessions and assemblies	Health and Wellbeing: How can someone stop smoking or vaping?
4				Health and wellbeing: Citizenship tutor sessions and assemblies	Health and Wellbeing: What are the effects of illegal drugs?
5	Health & Wellbeing: What can I do in an emergency?	Health & wellbeing: What influences me?	Health and Wellbeing: What are the social norms and risks arounds alcohol and drugs?		Health and Wellbeing: How can people stay safe around alcohol?
6				Living in the wider world: Citizenship tutor sessions and assemblies	Health and Wellbeing: How does addiction affect mental health?
7				Relationships and Sex Education: Citizenship tutor sessions and assemblies	
AUTUMN HALF TERM					

Week	Year 7	Year 8	Year 9	Year 10	Year 11
8	Living in the wider world: How can our interests link to our future career? (Xello)	Living in the wider world: Discover learning pathways (Xello)	Living in the Wider World: How does school, extra-curricular and leisure activities help build skills? (Xello)	Health and wellbeing: Citizenship tutor sessions and assemblies	Relationships and Sex Education: Healthy decisions around contraception
9				Living in the wider world: Citizenship tutor sessions and assemblies	Relationships and Sex Education: Protection against STI's
10	Living in the wider world: How will our school subjects help us at work? (Xello)	Living in the wider world: Explore learning styles (Xello)	Living in the Wider World: To explore career matches through Xello	Relationships and Sex Education: Citizenship tutor sessions and assemblies	Relationships and Sex Education: Becoming a parent
11				Health and Wellbeing: Extended assembly with YZUP	Relationships and Sex Education: The choice to continue or end a pregnancy
12	Living in the wider world: Why is time management important? (Xello)	Living in the wider world: Biases and career choices (Xello)	Living in the Wider World: Self Advocacy (Xello)	Health and wellbeing: Citizenship tutor sessions and assemblies	Relationships and Sex Education: How does the media affect body image?
13				Living in the wider world: Citizenship tutor sessions and assemblies	Relationships and Sex Education: How can people make healthy choices around cosmetic procedures?
14			Living in the Wider World: KS4 Options (Xello)	Relationships and Sex Education: Citizenship tutor sessions and assemblies	

CHRISTMAS BREAK

Week	Year 7	Year 8	Year 9	Year 10	Year 11
15	Relationships and Sex Education: What is my identify and what are my rights and responsibilities?	Relationships and Sex Education: How do I develop and maintain healthy relationships?	Relationships and Sex Education: What are the different types of family structure?	Health and wellbeing: Citizenship tutor sessions and assemblies	Living in the wider world: Work Values (Xello)
16				Living in the wider world: Citizenship tutor sessions and assemblies	Living in the wider world: What are my right and responsibilities at work?
17	Relationships and Sex Education: How do we challenge prejudice, stereotypes and discrimination?	Relationships and Sex Education: What is gender and sexual identity?	Relationships and Sex Education: How do I stay safe at home and how to reduce homelessness?	Relationships and Sex Education: Citizenship tutor sessions and assemblies	Living in the wider world: Workplace skills (Xello)
18				Health and wellbeing: Citizenship tutor sessions and assemblies	Living in the wider world: How can the internet help me achieve my goals?

Week	Year 7	Year 8	Year 9	Year 10	Year 11
19	Relationships and Sex Education: How do we respond to bullying and support others?	Relationships and Sex Education: How is consent communicated?	Relationships and Sex Education: What causes conflict at home?	Living in the wider world: Citizenship tutor sessions and assemblies	Living in the wider world: Transition into further education (Xello)
20				Relationships and Sex Education: Citizenship tutor sessions and assemblies	Living in the wider world: Making decisions for the future
21		Relationships and Sex Education: How do I reduce online risk?			
SPRING HALF TERM					
22	Health & wellbeing: How can I keep myself healthy?	Health & wellbeing: Why is it important to talk about mental health?	Healthy lifestyle: What is the relationship between physical and mental health?	Living in the Wider World: Extended assembly with Police	Relationships and Sex Education: How can people communicate honestly in a relationship?
23				Health and wellbeing: Citizenship tutor sessions and assemblies	Relationships and Sex Education: How can someone be a positive long-term romantic partner?

Week	Year 7	Year 8	Year 9	Year 10	Year 11
24	Health & wellbeing: Puberty and personal hygiene	Health & wellbeing: How do we develop mental resilience?	Healthy lifestyle: How do I make informed healthy eating choices?	Living in the wider world: Citizenship tutor sessions and assemblies	Relationships and Sex Education: What can be the impact with mixing alcohol and drugs with intimacy?
25				Relationships and Sex Education: Citizenship tutor sessions and assemblies	Relationships and Sex Education: How can we prevent controlling behaviour in a relationship?
26	Health & wellbeing: Respectful and disrespectful behaviours	Health & wellbeing: What are healthy coping strategies?	Healthy lifestyle: How to apply first aid treatment for minor injuries?	Health and wellbeing: Citizenship tutor sessions and assemblies	Relationships and Sex Education: How can we repair when things go wrong?
27				Living in the wider world: Citizenship tutor sessions and assemblies	
28			Healthy lifestyle: How do I take responsibility for my physical health?	Relationships and Sex Education: Citizenship tutor sessions and assemblies	
EASTER BREAK					
29	Relationships and Sex Education: What does a good relationship look like?	Relationships and Sex Education: How do we manage influence?	Relationships and Sex Education: How do I know if I am ready for sexual activity?	Health and wellbeing: Citizenship tutor sessions and assemblies	Living in the wider world: How might AI affect our lives?

Week	Year 7	Year 8	Year 9	Year 10	Year 11
30				Living in the wider world: Citizenship tutor sessions and assemblies	Living in the wider world: Why is talking about discrimination complex?
31	Relationships and Sex Education: What does a healthy romantic relationship look like?	Relationships and Sex Education: How can we respect people's gender identity and challenge discrimination when we see it?	Relationships and Sex Education: What are the consequences of unsafe sex?	Relationships and Sex Education: Citizenship tutor sessions and assemblies	Living in the wider world: How is data used to make money and influence us?
32				Health and wellbeing: Citizenship tutor sessions and assemblies	Living in the wider world: How important is money for happiness?
33	Relationships and Sex Education: how does the media effect our relationships?	Relationships and Sex Education: What is racism and how do we challenge it?	Relationships and Sex Education: Contraception	Living in the wider world: Citizenship tutor sessions and assemblies	Living in the wider world: How can we make healthy decisions around gambling?
34				Relationships & Sex Ed: Extended assembly with Brook	Living in the wider world: Saving money and budgeting wisely

Week	Year 7	Year 8	Year 9	Year 10	Year 11
35			Relationships and Sex Education: What is the role of the media on sexual relationships?	Relationships and Sex Education: Citizenship tutor sessions and assemblies	
SUMMER HALF TERM					
36	Living in the wider world: How to make safe financial choices	Living in the wider world: Digital literacy	Living in the wider world: What are my employment rights and responsibilities?	Health and wellbeing: Citizenship tutor sessions and assemblies	
37				Living in the wider world: Citizenship tutor sessions and assemblies	
38	Living in the wider world: What are ethical and unethical business practices?	Living in the wider world:	Living in the wider world: How do I manage personal brand online?	Relationships and Sex Education: Citizenship tutor sessions and assemblies	
39				Health and wellbeing: Citizenship tutor sessions and assemblies	

Week	Year 7	Year 8	Year 9	Year 10	Year 11
40	Living in the wider world: How to stay safe when spending money	Living in the wider world:	Living in the wider world: Online safety	Living in the wider world: Citizenship tutor sessions and assemblies	
41				Relationships and Sex Education: Citizenship tutor sessions and assemblies	
SUMMER BREAK					